



## **EDC 360 – Children's Literature**

Course Syllabus – SPRING 2013

---

Instructor: Mark Damico  
Email: mark.damico@rocky.edu  
Office Hours (Tyler 103):  
Tuesday: 2:30 – 5:30 PM  
Wednesday: 8:00 – Noon and 3:00 – 4:30 PM  
Thurs. 8:00 – 10:00 AM  
Phone: 406.657.1153

### **Catalog Course Description - EDC 360 - Children's Literature**

This course is designed to increase familiarity with a variety of genres of literature appropriate to the elementary classroom: traditional, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and multi-ethnic literature. Students will evaluate literature for its personal, social, and aesthetic values and will develop effective reading selection criteria. Prerequisite: admission to the teacher education program or permission of instructor.

### **Applicable Montana PEPP Standards:**

#### **10.58.521**

- (a) (i), (ii), (iii) (v) Demonstrate knowledge of the foundations of reading and writing processes and instruction, including: Knowledge of a wide range of evidence-based reading research and histories of reading; knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes; appropriate use of educational technology in the reading program.
- (c) Demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction
- (d) Demonstrate assessment tools and practices to plan and evaluate effective reading instruction.
- (e) Integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.

#### **10.58.508**

- (a) Demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- (b) Demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

- (b) (i) Demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- (b) (vii) Demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences
- (c) Plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.
- (c) (i) Demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.
- (c) (ii) Demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies.
- (c) (iii) Apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments.
- (c) (iv) Apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction
- (d) Demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

### **Standards Based Course Goals and Learner Outcomes**

At the conclusion of this course you will be able to:

1. Find, explore, discover, and evaluate relevant, children's literature and authors
2. Use reading techniques and activities that will help you to bring children's literature to life by reading to and with children
3. Enjoy an enhanced understanding of children's literature as you read and discover new books and authors
4. Have a greater understanding of the range of genres, diverse writing styles and skills of authors as well as your own writing style and skills

### **Required Materials**

Text: Tunnell and Jacobs, *Children's Literature Briefly*. 4<sup>th</sup> or 5<sup>th</sup> Edition

1. Gaiman, Neil, *The Graveyard Book*
2. Konisburg, E. L., *The View from Saturday*

3. Lowry, Lois, *The Giver*
4. Paulsen, Gary, *Hatchet*
5. Spinelli, Jerry, *Maniac Magee*
6. Avi, *Crispin*
7. Lowry, Lois, *Number the Stars*
8. David Weisner, *Tuesday*
9. David Weisner, *Flotsam*
10. Any other Newberry award or honor book of your choice  
<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>
11. Ten other books of your choice

### **Attendance**

Attendance is essential because class experiences cannot be recreated independently. Missing more than three classes will result in your final grade being reduced by 1/3 of a letter grade (i.e. B reduced to B-). If difficulties arise please contact me.

### **Academic Responsibilities and Accountability**

This syllabus represents a learning contract. Your success in the course is dependent upon successful completion of course requirements, assignments, and tasks while maintaining high standards of academic integrity as described in the college catalog on pages 41 - 42. Please review and familiarize yourself with this material.

### **Grading**

1. Author project	15
2. Reading Buddies	15
3. Book Talk	15
4. In-class projects and discussion questions	15
5. Book Shares (10 entries)	40

Grading Range: A	95 - 100	B	83 - 86	C	73 - 76	D	63 - 66
A-	90 - 94	B-	80 - 82	C-	70 - 72	D-	60 - 62
B+	87 - 89	C+	77 - 79	D+	67 - 69	F	Below 60

### **Course Outline and Assignments**

Specific descriptions of assignments and tasks are listed below. Tasks may be modified at any time. You will be notified of any changes in scope, requirements, sequence, or schedule.

#### **1. Author Project**

Pick your favorite children's literature author and prepare an artistic, creative, themed presentation. The presentation theme should reflect the essence of this author and include the following:

- A one-page biographical snapshot of the author
- A list of ten significant works written by the author
- Three examples of the elements of good writing as described in chapters 2 and 3.
- A read-aloud of one of your favorite pieces written by the author

Method of Evaluation: Rubric

#### **2. Reading Buddies**

You will be matched with an elementary student "Reading Buddy", with whom you will schedule a minimum of five reading sessions through a host teacher and host Elementary School. Keep a journal of each shared experience. Write a one-page summary reflecting on and describing what you learned. Method of Evaluation: Rubric

### **3. Book Talk**

Introduce one new book to the class through a 4 - 5 minute book talk. Complete a book talk form as a guide to assist you with your presentation. Present two possible lesson activity ideas that would enrich the experience of reading this book for a young reader. The total presentation time will be 10 minutes including a post presentation question and discussion session. Method of Evaluation: Rubric

### **4. Weekly Discussions and Projects**

There will be weekly discussion questions related to the readings. Your ideas, thoughts, and overall participation are very important. We will strive for an environment that encourages creativity, the free flow of ideas, and a great deal of learning and interaction. In addition, you will complete a story map for each free choice book read. Method of Evaluation: Holistic and Self Evaluation

### **5. New Literature Book Shares**

In addition to required selections, you will read ten new chapter books of your choice. If you have already read a required selection, pick another title from that author with the exception of *The Giver*, *Maniac Magee*, and *Crispin*. Complete and submit an EDC360 Book Share Entry for every book you read via email. All Book Share Entries will be forwarded to you as I receive them. Here is the format:

In the email subject line: Book Share #\_\_\_\_ and the book title and author.

Example: Book Share #4; *The Crossing* by Gary Paulsen

In the email, include the following:

**Title:**

**Author:**

**Genre:**

**Grade Level:**

**Themes:**

**Subject Area Connections:**

**Teaching Points:**

### **6. Required Reading**

Here is a list of the required reading:

1. Gaiman, Neil, *The Graveyard Book*
2. Konisburg, E. L., *The View from Saturday*
3. Lowry, Lois, *The Giver*
4. Paulsen, Gary, *Hatchet*
5. Spinelli, Jerry, *Maniac Magee*
6. Avi, *Crispin*
7. Lowry, Lois, *Number the Stars*
8. David Weisner, *Tuesday*
9. David Weisner, *Flotsam*
10. Any other Newberry award or honor book of your choice  
<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>
11. Ten other books of your choice

# Book Talk Suggested Guidelines and Outline

Your Name:

Book Title:

Author:

Illustrator:

Genre:

Grade Level:

Theme:

Awards:

## Book Talk Elements

- Engaging Introduction
- Supporting materials and/or props used
- Creative approach
- Brief Synopsis: (Include information to entice prospective readers to read the book)
- Closing Statement and Recommendation

## Points to consider as you prepare your book talk

A good starting point is to prepare a Story Map of the book. Potential points to include:

- Topic: What was this book about? What was the topic or topics?
- Setting: What were the settings? Were the settings well developed?
- Main Character: Who was the main character? How could you tell?
- Character Development: Who were the characters? Did the author adequately develop the characters? Did you feel connected to the characters?
- Plot: Was the story connected, interesting, and believable and make a point?
- Theme: What was the central idea of the story? Was it well illustrated?
- Point of View: Who was telling the story? First person? Third person? Was the telling of the story handled appropriately by the author?
- Formula: Was the book too predictable?
- Detailing within the story: How much detail was provided to the reader? Were you left wishing you had more information? Were there too many details?
- Dialogue: Interesting and compelling? Too much? Too little?
- Conventions: Were there unique writing techniques that fit the story?
- Language: Did the story flow? Did the writer successfully use metaphors, imagery, hyperbole, and other writing elements?
- Opening: Did the first part of the story entice the reader to continue?
- Conclusion: Was the ending of the story frustrating, surprising, or satisfying?
- Length: Was the story too long, too short, just right?
- Flashbacks and Foreshadowing: How were time shifts handled?
- Humor / Sadness: Did you laugh, cry, or both? Was the humor overt or subtle?
- Title: Was the title enticing? Was the title appropriate?
- Cover Illustration: Was the cover enticing and appropriate?
- Realism / Surrealism: Were the characters, story, and plot believable?

# Author Project: Evaluation

Name: \_\_\_\_\_

Author: \_\_\_\_\_

## Brief description of Author Project

Pick your favorite children's literature author and prepare an artistic, creative, themed presentation. The presentation should reflect the essence of this author and include the following:

- A one-page biographical snapshot of the author
- A list of ten significant works written by the author
- Evidence of three examples of the elements of good writing; see chapters 2 and 3
- Read Aloud

## Project Tasks:

### Short biography

10 9 8 7 6 5 4 3 2 1 0

### List of significant publications

10 9 8 7 6 5 4 3 2 1 0

### Description of the elements that make this person your favorite children's author

10 9 8 7 6 5 4 3 2 1 0

### A read aloud demonstrating the writing style of the author

10 9 8 7 6 5 4 3 2 1 0

### Overall Presentation / creativity

10 9 8 7 6 5 4 3 2 1 0

---

## Grading Criteria

9 - 10 – Completely met criteria, excellent effort

7 - 8 – Mostly met criteria, very good effort

5 - 6 – Generally met criteria, but needed more effort in some areas

3 - 4 – Failed to meet criteria effectively, much greater effort needed

0 - 2 – Did not meet criteria

---

Total \_\_\_\_ /50 = \_\_\_\_ x.15

Project Grade: \_\_\_\_ /15

## EDC 360 - Course Schedule

---

### Week One - January 7

- Read Chapter 1 – Why Read?
- Read Chapter 2 – What is a Good Book?
- Introduction to Reading Workshop
- Read “The Graveyard Book”

### Week Two - January 14

- Read Chapter 3 – How to Recognize a Well-Written Book
- Free choice reading selection

### Week Three - January 21 (MLK Birthday - no RMC classes on Monday)

- Read Chapter 4 – How to Recognize a Well-Illustrated Book
- Free choice reading selection
- Develop your Author Project – Presentations begin next week
- Prepare Book Talk Presentation – Presentations begin next week
- Submit “free choice” Portfolio Entry 1

### Week Four - January 28

- Read Chapter 17 - Motivating Students to Read
- Read Chapter 18 – Teaching with Children’s Books
- Complete Reading Buddy request form
- Free choice reading
- Author Project: **Bryce (tues)** Book Talk: **Bailey (thurs)**
- Submit “free choice” Portfolio Entry 2

### Week Five - February 4

- Read Chapter 5 – Children’s Books: History and Trends
- Read Chapter 6 – Organizing Children’s Literature by Genre
- Free choice reading
- Read with Reading Buddies
- Author Project: **Joe (tues)** Book Talk: **Bo (thurs)**
- Submit “free choice” Portfolio Entry 3

### Week Six - February 11

- Read Chapter 7 - Picture Books
- Read with Reading Buddies
- Author Project: **Brianna (tues)** Book Talk: **none**
- Submit “free choice” Portfolio Entry 4

### Week Seven - February 18

- Read Chapter 8 - Poetry
- Read Chapter 9 - Traditional Fantasy
- Reading and Writing Workshop
- Read with Reading Buddies
- Author Project: **None** Book Talk: **Nicole (thurs)**
- Submit “free choice” Portfolio Entry 5

### **Week of February 25**

- Read Chapter 10 – Modern Fantasy
- Discussion of the Harry Potter Series by J.K. Rowling
- Read with Reading Buddies
- Author Project: **Shelbye (tues)** Book Talk: **Whitney (thurs)**
- Submit “free choice” Portfolio Entry 6

### **Week Eight - March 4: SPRING BREAK**

RMC Spring Break so Take a Break!

### **Week Nine - March 11**

- Read Chapter 11 – Contemporary Realistic Fiction
- Read “A View From Saturday” by E.L. Konisburg
- Read with Reading Buddies
- Author Project: **Megan (tues)** Book Talk: **Taylor (thurs)**
- Submit “free choice” Portfolio Entry 7

### **Week Ten - March 18**

- Read Chapter 12 – Historical Fiction
- Read “Crispin” by Avi and “Number the Stars” by Lois Lowry
- Read with Reading Buddies
- Author Project: **Bailey (tues)** Book Talk: **Bryce (thurs)**
- Submit “free choice” Portfolio Entry 8

### **Week Eleven - March 25**

- Read Chapter 13 – Biography
- Read with Reading Buddies
- Author Project: **Bo (tues)** Book Talk: **Joe (thurs)**
- Submit “free choice” Portfolio Entry 9

### **Week Twelve – April 1**

- Read Chapter 14 – Informational Books
- Read “Hatchet”
- Author Project: **Nicole (tues)** Book Talk: **Brianna (thurs)**
- Submit “free choice” Portfolio Entry 10

### **Week Thirteen – April 8**

- Read Chapter 15 – Multicultural and International Books
- Read “Maniac Magee”
- Read with Reading Buddies
- Author Project: **Whitney (tues)** Book Talk: **Shelbye (tues)**
- Submit “free choice” Portfolio Entry 11

### **Week Fourteen – April 15**

- Read Chapter 16 – Controversial Books
- Read “The Giver”
- Prepare Reading Buddy Reflection Paper
- Author Project: **Taylor (tues)** Book Talk: **Megan (Thurs)**

### **Week Fifteen – April 22**

- Prepare Reading Buddy Reflection Paper
- Author Project: **None** Book Talk: **None**